



TRANSITION PILOT PROJECT: COMMUNITY ALLIANCE AND RELATIONSHIPS IN EDUCATION

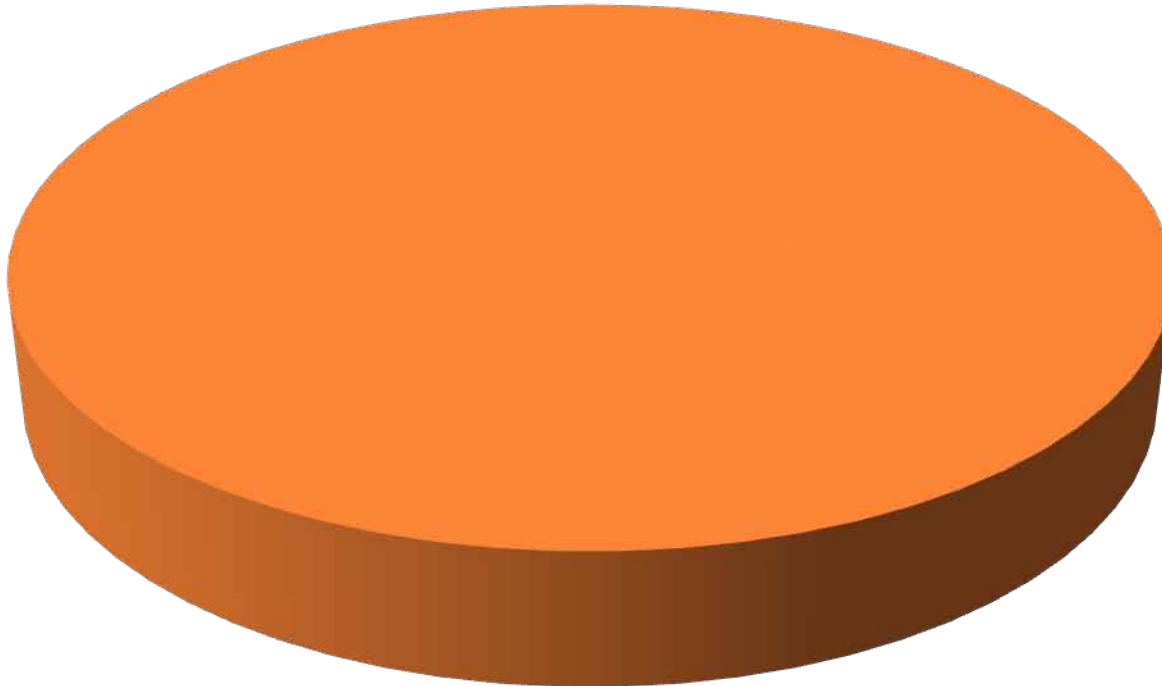
**Jennifer Small and Helen Skouteris
Bentleigh West Primary School**

THE VARIABLES INFLUENCING A CHILD'S LIFE CHANCES AND WELLBEING

Personal: Resilience, Gender, Disability, Temperament

Social: Family, Ethnicity, Social Class, Poverty, Social Capital

School

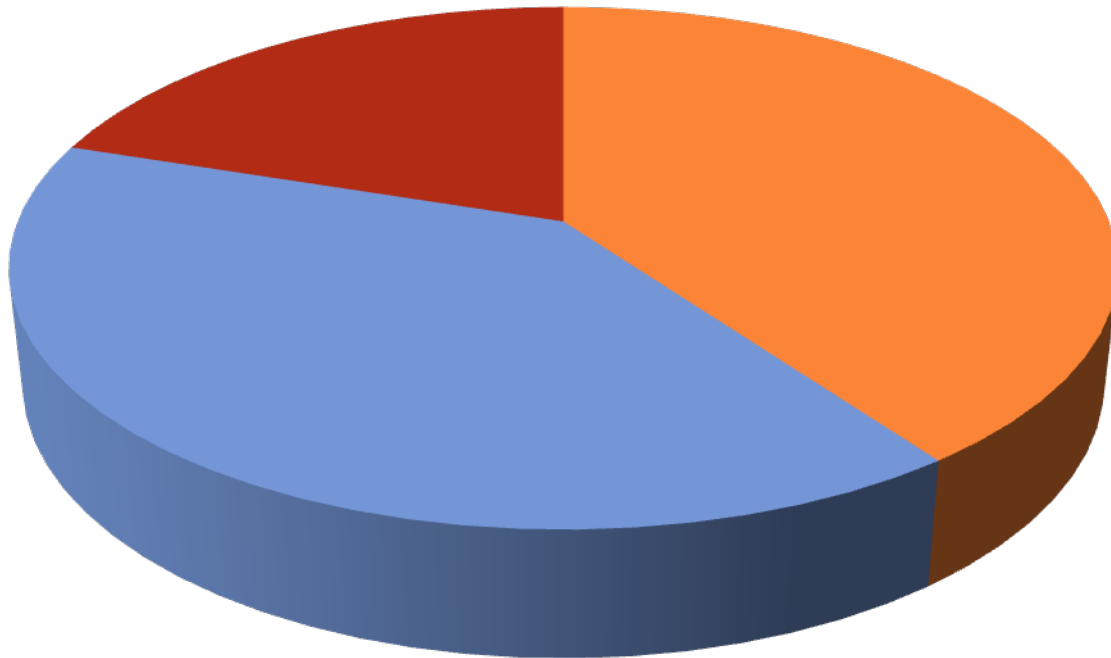


THE VARIABLES INFLUENCING A CHILD'S LIFE CHANCES AND WELLBEING

Personal: Resilience, Gender, Disability, Temperament

Social: Family, Ethnicity, Social Class, Poverty, Social Capital

School



OUR COMMUNITY ALLIANCE AND RELATIONSHIPS IN EDUCATION

'CARE' PILOT OBJECTIVES

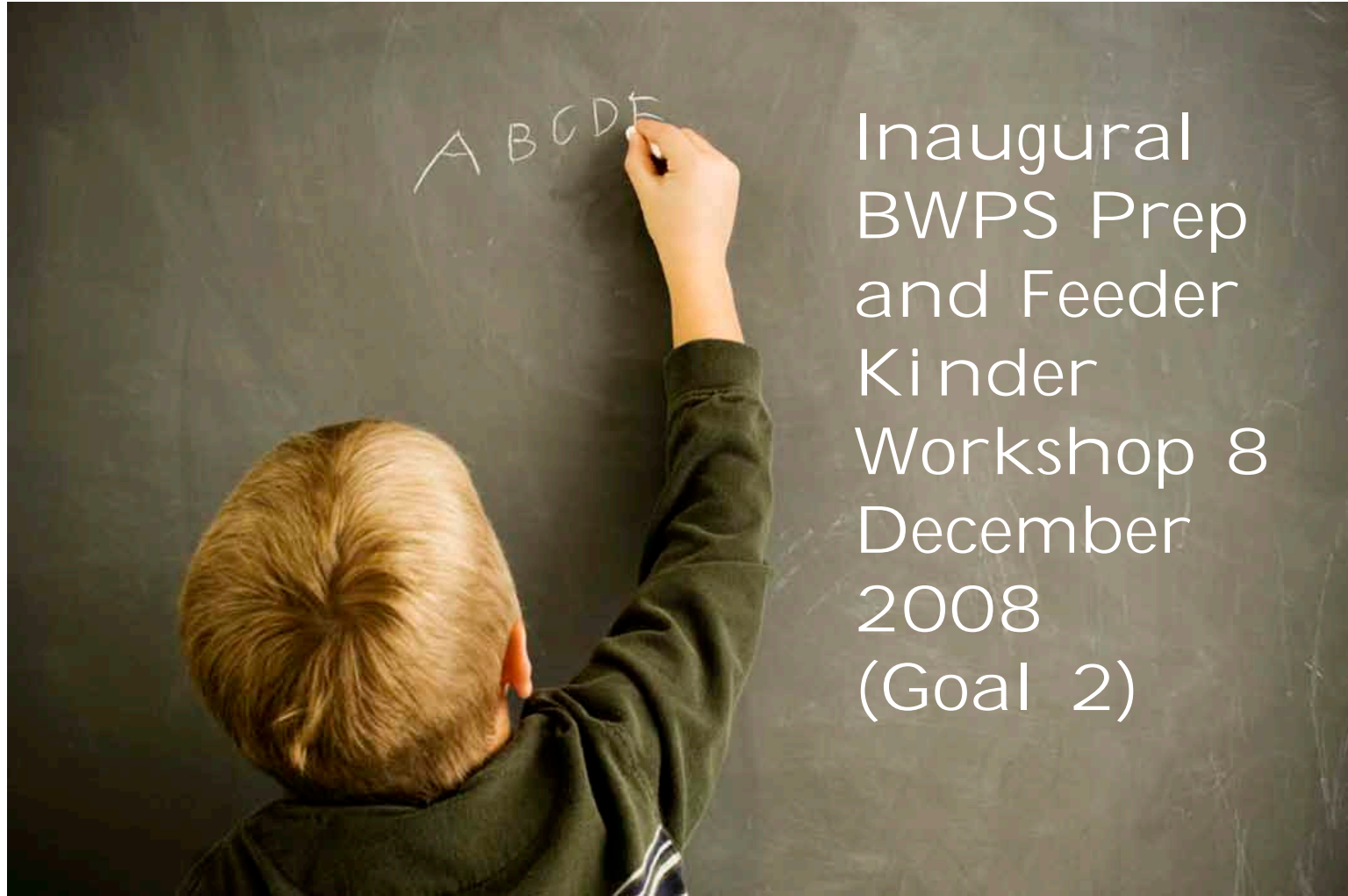


To establish a Glen Eira Community Alliance for Early Childhood Education that will develop shared norms and values in relation to school transition and develop strategies for improving transitions for all children in the city of Glen Eira;

To develop individual transition and learning plans for prospective prep students that are based on a 3-way interactive relationship between parents (guardians), kindergarten teachers, and prep teachers;

To develop effective communication/information kits for parents that facilitate the transition from kindergarten to prep.





Inaugural
BWPS Prep
and Feeder
Kinder
Workshop 8
December
2008
(Goal 2)



ALIGNING PRACTICE TO SUPPORT A SEAMLESS TRANSITION FOR THE KIDS

Transition: A positive start

Monday 8 December 2008

- ABC McKinnon
- Bentleigh West Kindergarten
- Bentleigh West Primary School
- McKinnon Kindergarten
- Roseberry House Early Learning Centre
- Tim Out Child Care Centre

9:00	Introduction—Overview (Jennifer Small)
9:15	Workshop: Sharing Beliefs and Values
10:30	Morning Tea
10:45	Closing the gap with transition (Dr Helen Skouteris)
11:15	Workshop: Future Thinking
12:45	Lunch
1:15	Workshop—Sharing assessment structures Developing a common proforma
2:45	Workshop—Transition as a process not an activity
3:30	Finish

Sponsored by the
Victorian Government



ESTABLISHING SHARED VALUES AND BELIEFS DEVELOPMENTAL

Children are a great resource for each other.

Play is important to children.

Children learn through play.

Teachers are facilitators of children's learning.

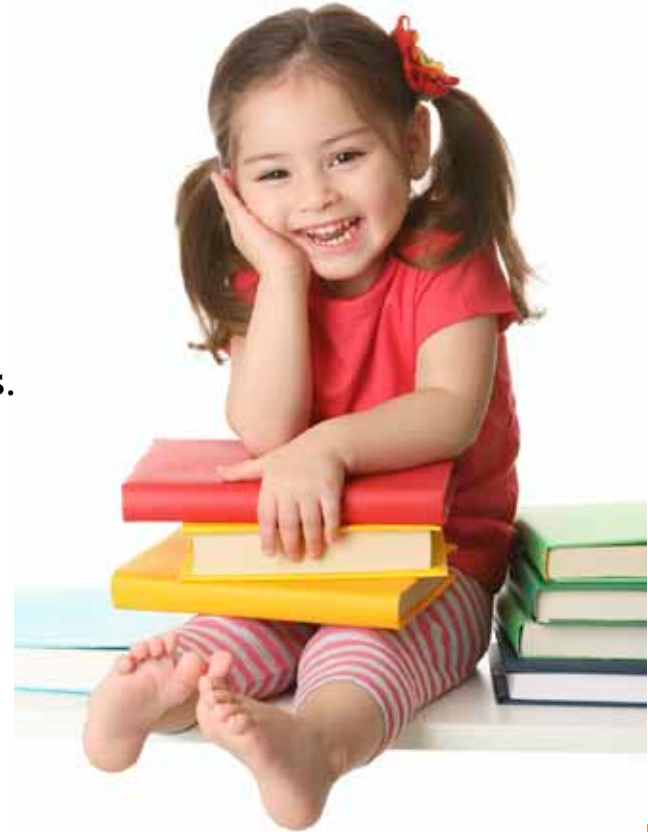
Children learn through exploration and experiments.

Children need to explore and discover ideas for themselves.

Teacher must encourage children to be problem solvers to deepen the context of learning.

All children are ready to learn in the 0-8 years.

Value creativity and imagination within children.



ESTABLISHING SHARED VALUES AND BELIEFS

STRUCTURE AND ROUTINE

Children need to have some choice – but there needs to be a routine around that choice.

Children should design their own learning through exploration - but they should also have some instructional sessions as well.

Children need routine to feel safe and secure and supported in their learning environment.

Children perform best when they are not afraid to take risks.

Give children “roots and wings” - independence and responsibility.

Value interdependence.

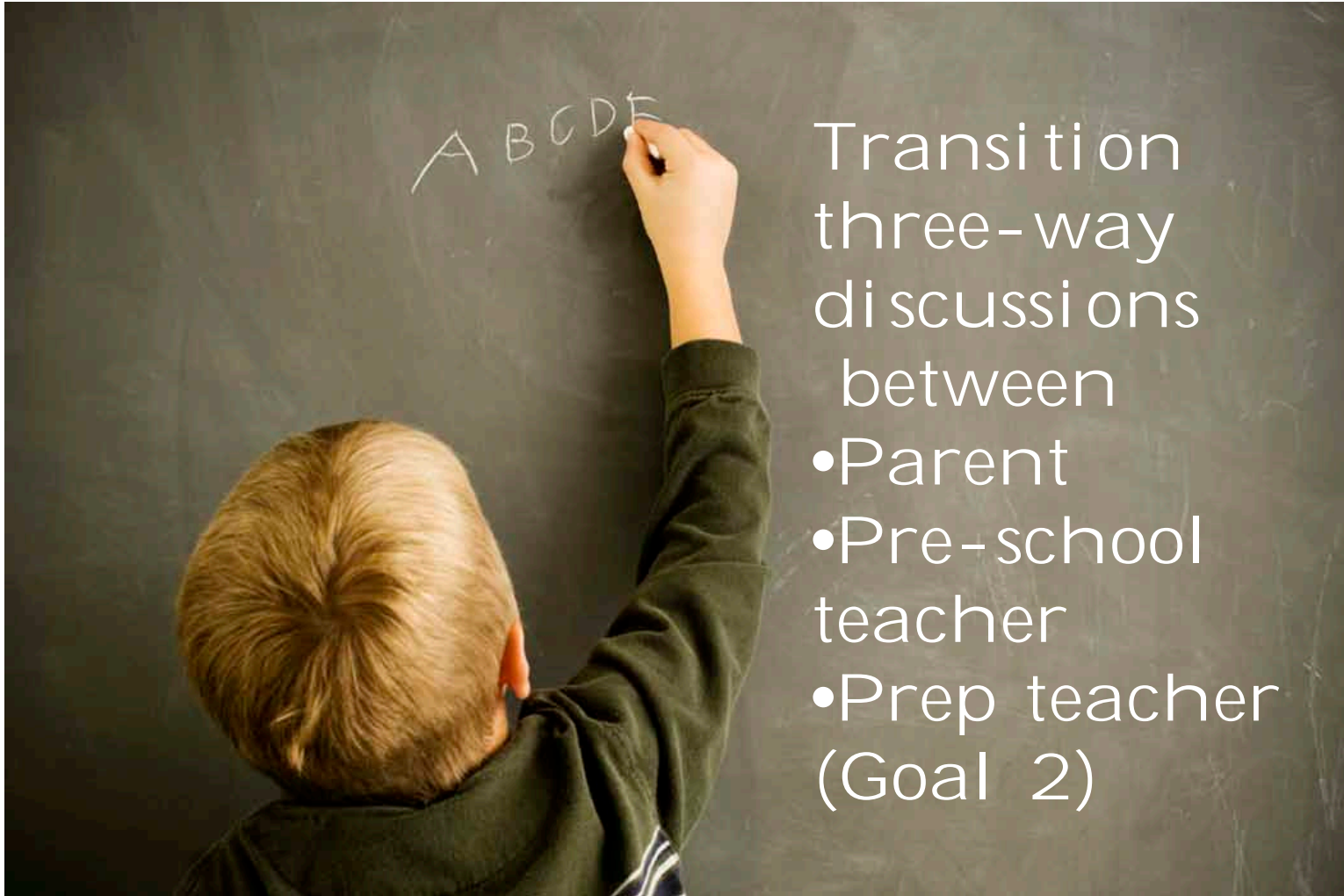
Important that teachers stimulate individual children – personalised learning.

Parents and teachers should work together – parents play a vital role in children’s learning.

The Parent/School partnership is crucial to the overall success of child at school.

Seamless transition – modelling the Preps on the Kinder children initially to help with the change from K-P



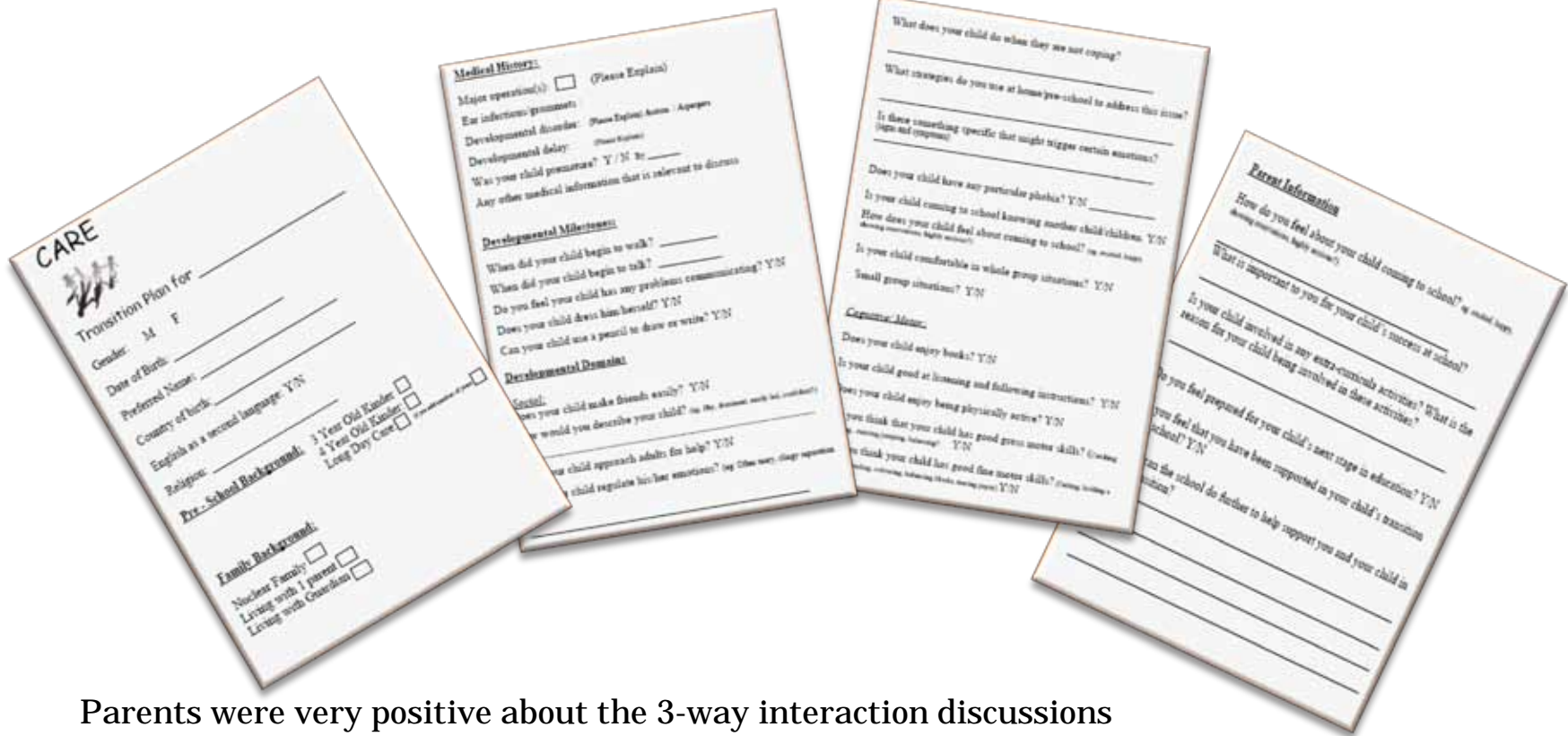


Transition
three-way
discussions
between

- Parent
- Pre-school
teacher
- Prep teacher
(Goal 2)



3-WAY DISCUSSIONS



Parents were very positive about the 3-way interaction discussions

Parents were not convinced that children should be part of these discussions

Parents felt that having the opportunity to think about the questions the night before would be beneficial

Parents felt that 15 minutes is not long enough



Student Individual Transition Plan

Student Name: _____

Meeting date _____

Parent(s): _____

Pre-School Teacher: _____

Prep Teacher: _____

Developmental Domain Goal	Pre-school Strategies	Home Strategies	School Strategies	Review
Cognitive				
Social				
Physical				
Behavioural				

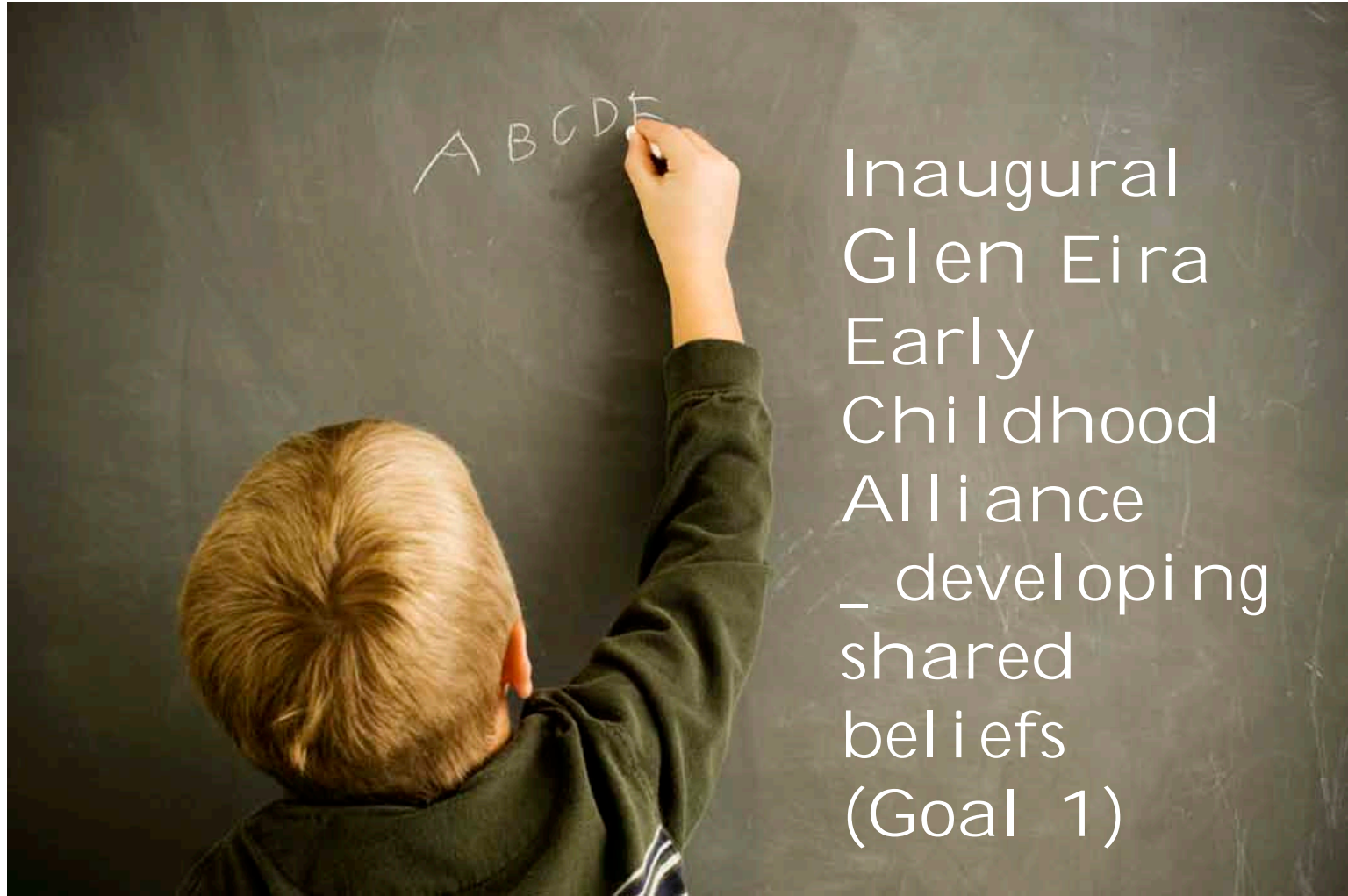
CAR
Community Alliance and Relationships in Education



Transi

Ch





Inaugural
Glen Eira
Early
Childhood
Alliance
_ developing
shared
beliefs
(Goal 1)



GLEN EIRA EARLY CHILDHOOD ALLIANCE

13 MARCH 2009



WORKING TOGETHER FOR THE KIDS

PLANNING FOR THE FUTURE



- Blog of shared resources, documents, planning
- Newsletter
- Alliance meetings (working party)
- Transition days on the same days (4 days in term 4)
- Common handover day between pre-school and school teachers
- Pamphlet on shared norms – parent friendly language / less jargon
- Website about schools and the pre-schools in the Glen Eira area.
- Use common language across all Early Childhood Educators (0-8)
- Educate parents not to see pre school as a preparation for school but as an important and vital step in early childhood learning
- Collective support for school entry to be – turning 5 years old between Dec 30 – Dec 30, as supported by research. Have discussions about this with maternal health nurses
- Prepare a report about the Glen Eira early Childhood Alliance to be published in all School, Day Care and Kindergarten newsletters
- Common professional learning programs for all ECE in Glen Eira
- Common parent information sessions

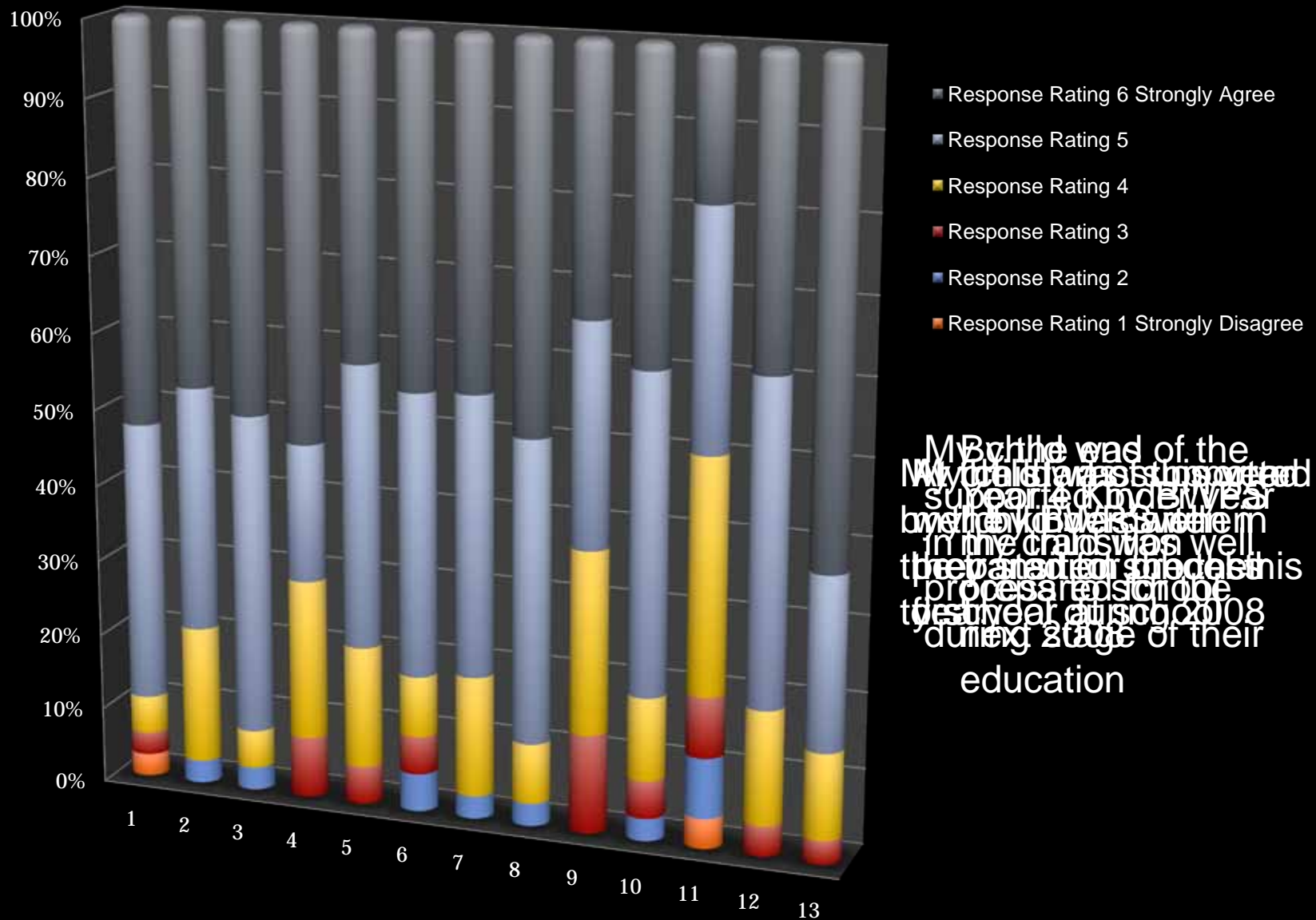




What do
parents
think?
Prep
Transition
Survey
February
2009

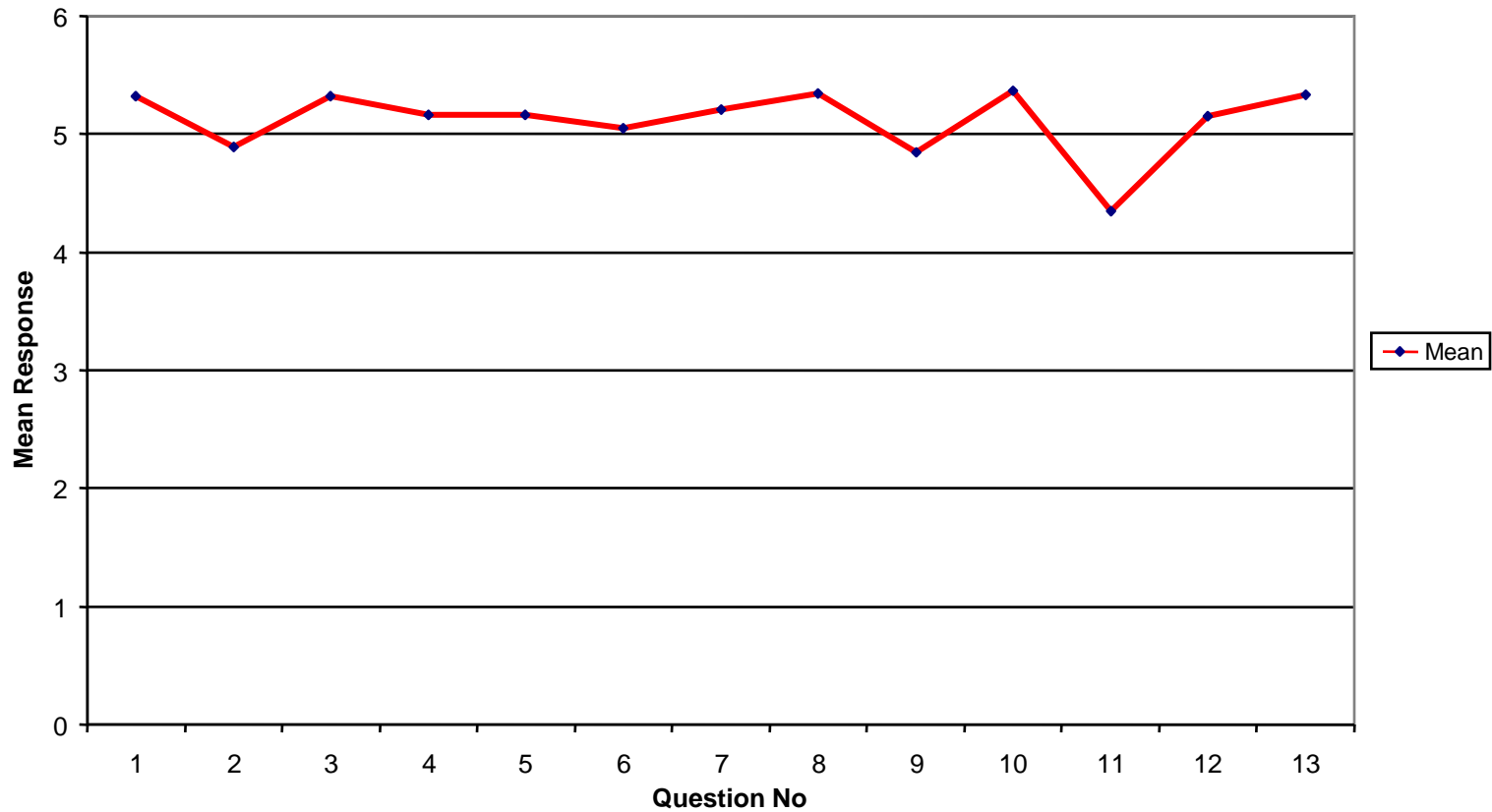


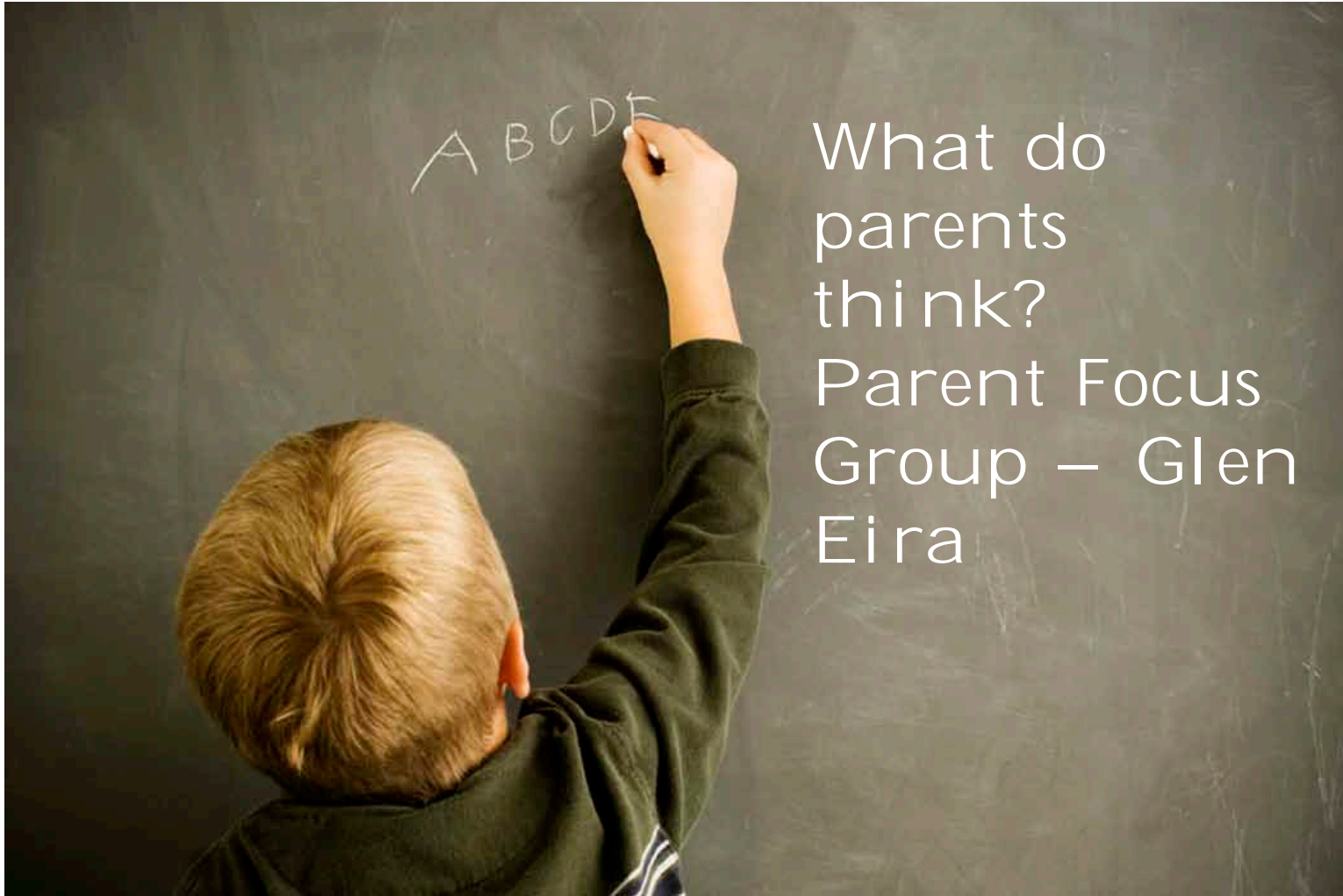
Bentleigh West Primary School Prep Transition Survey 2009 (n = 38; 17 boys and 21 girls)



By the way of the
New Zealand was
superior in
in the transition
the preparedness
processes
to the year at school
during stage of their
education

Prep Transition Survey 2009





What do
parents
think?
Parent Focus
Group – Glen
Eira



GLEN EIRA PARENT FOCUS GROUP DISCUSSIONS

- ☉ Number of Parents: 15; 5 of these parents were first time Prep parents
- ☉ Gender of Prep Children: 7 males, 8 females
- ☉ Number of Schools represented: 8 State Primary Schools and 1 Catholic Primary School



- ⌘ “What does school readiness mean to you?”
- ⌘ “What do you think helps 4-year-old kinder children transition to Prep?”
- ⌘ “If could provide advice to DEECD on the transition to Prep process, what would you say?”
- ⌘ “What was done well in 4-year-old kinder/primary school to help with the transition process?”
- ⌘ “What resources, strategies, programs could be put in place in 4-year-old kinder/ primary school to help with the transition process?”



☪ ***“What does school readiness mean to you?”***

socially and emotionally ready for school

less emphasis was placed on academic/educational readiness.

all parents were in agreement that December 31 as a cut off date for entry to Prep would be fabulous.



☪ ***“What do you think helps 4-year-old kinder children transition to Prep?”***

friends in class

transition orientation programs

buddy system

parent information and knowledge

opportunity to meet class teacher



“IF COULD PROVIDE ADVICE TO DEECD ON THE TRANSITION TO PREP PROCESS, WHAT WOULD YOU SAY?”

- ⌚ Uniform cut-off date of December 31 for Prep enrolment.
- ⌚ Make the kinder and Prep environments consistent in aesthetics, pedagogical values, and curriculum – play based curriculum.
- ⌚ Detailed information and policies re the transition to Prep – consistency across different educational settings (child care, kinder, school).
- ⌚ Kinders on site with Primary schools to foster the transition process.
- ⌚ Clear guidelines for developing collaborations between key stakeholders – parents, early childhood educators, community, Council, DEECD.
- ⌚ More research (such as focus groups with parents/children) to best understand the ways in which transition to Prep is facilitated.
- ⌚ Ensuring that parents are not fighting for the right to have 4-year-old kinder programs; parents are overworked on kinder committees and need more support, funding, resources from DEECD to ensure high quality, secured 4-year-old programs.
- ⌚ Remember that some children come from childcare into Prep, and do not take part in sessional kinder; these children need to be considered in the Transition Process.



“WHAT WAS DONE WELL IN 4-YEAR-OLD KINDER/PRIMARY SCHOOL TO HELP WITH THE TRANSITION PROCESS?”

For Kinders:

- ⌚ Close interaction with kinder teacher to communicate with child's new school
- ⌚ Rest time take away; work books that mirrored Prep work
- ⌚ School visits
- ⌚ Discussions about healthy lunch boxes; encouragement of independence
- ⌚ Parent information sheets re transition.
- ⌚ Making children more responsible for their bag, property, lunch box, snack etc
- ⌚ Inviting current Prep children to the kinder to discuss with kinder children their experiences.
- ⌚ Teaching children to sit and listen to instructions on the mat.
- ⌚ Equipping children with the skills to deal with behavioural and social matters, e.g., another child upsetting them.
- ⌚ Teaching alphabet and counting.



For schools:

- ⌚ Transition Orientation Programs
- ⌚ All children together for the first few weeks – no separate classes created until all Prep teachers have had a chance to meet all children, work with the whole group, better understand the social, emotional, and academic abilities of all children, and then identify the best mix of children for classes.
- ⌚ Small class sizes
- ⌚ Encouraging parents to help in the classroom and to be part of their child's educational experience.
- ⌚ Introducing new Prep children to their Buddies early on so they had an older friend to look after them and show them around.
- ⌚ Placing children who know each other/are friends in the same Prep class.
- ⌚ Early social night for Prep families at start of Prep year as a meet and greet.
- ⌚ Detailed school information packs.
- ⌚ Getting to know Prep teachers.
- ⌚ A Buddy-Family system where each new Prep family is teamed up with an existing family in the school to have an initial contact base to ask questions etc.
- ⌚ Wednesdays as day off rather than 2 pm finishes in first month of Prep.



“What resources, strategies, programs could be put in place in 4-year-old kinder/ primary school to help with the transition process?”

For Kinders:

- ⌚ Responsibility for own bag and belongings.
- ⌚ Kinder teachers to be clear on Prep expectations and vice versa.
- ⌚ Longer hours at kinder.
- ⌚ A more structured pre-Prep program.
- ⌚ Programs in place to ensure that children make friends at new school if going not knowing anyone.
- ⌚ Buddy system prior to start of school



For schools:

- ⌚ Involving current Prep children in the transition of new Prep children.
- ⌚ Additional roving teacher/aid in Prep classes for first term to allow Prep teachers to work one-on-one with all children and to get to know them well.
- ⌚ Buddy system in place at end of 4-year-old kinder year.
- ⌚ Involve parents and keep them feeling part of the process.
- ⌚ Distribute a contact list of Prep families at end of 4-year-old kinder.
- ⌚ Consistent Wednesdays off in all Primary schools in Glen Eira during first month of Prep.
- ⌚ Pairing of children with their friends in Prep.
- ⌚ Better communication between kinder and Prep teachers.

